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ABSTRACT
        A University of Dublin (Ireland) curriculum
restructuring project in the undergraduate second language program is
chronicled, and ongoing curriculum development efforts are described.
As a result of curriculum research, the university offered a series
of freshman French and German courses in 1994-95 and a series of
second-year courses to students having completed the previous year's
new freshman courses. Separate courses were designed for students who
were beginners and non-beginners in the language, and for students in
different academic fields: arts; sciences; and health sciences. The
report describes the 1994-95 program's structure, recruitment
efforts, enrollments, course design, student evaluation provisions
and results, and research and development in these areas: student
interest in other language offerings; course content; foreign
language testing; development of computer-based learning materials;
self-access learning resources; interactive video; language learning
by electronic mail; and a package of materials for development of
similar programs at other institutions. Planned course offerings for
1995-96, a three-year research and development program, and the
future of funding are also discussed briefly. The report concludes
with the findings of an external program assessment. (MSE)

University of Dublin ◆ Trinity College

Report on the second year of the ESF-funded project to
consolidate and develop foreign language modules for
students of other disciplines
implemented by the
Centre for Language and Communication Studies
1 October 1994–30 September 1995

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Project co-ordinator

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Edith Esch and Anny King
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1   Introduction

David Little

In its original invitation to the universities to submit proposals, the Higher Education Authority emphasized the pilot nature of the 1993–4 projects in the restructuring of the undergraduate curriculum. Nevertheless, at various stages in the academic year 1993–4 the College was given to understand that funding would again be made available to support its two initiatives, the Language Modules Project and the Technology Awareness Programme, in 1994–5. It therefore came as an unwelcome shock when the HEA informed the College in July 1994 that no further funding would be provided.

The success of the pilot language modules had been such that it was unthinkable to the CLCS project team that they should be abandoned without further ado. In any case, the need to provide foreign language learning opportunities for students is not diminished by funding difficulties. Accordingly, as an emergency measure for 1994–5, CLCS agreed to draw on its own research and non-pay resources to provide the organizational basis for the modules and to continue the programme of research and development begun in the pilot year, while the deans of the faculties involved agreed to meet the cost of hourly-paid teaching. In addition, it was decided to meet material support costs (learning materials, printing, stationery, etc.) by requiring each student who enrolled for a 1994–5 language module to pay a levy of £20. On this basis it was possible to offer (i) the modules that had been piloted in 1993–4 to a new generation of students, and (ii) second-year modules to all students who had successfully completed the 1993–4 modules.

Early in Hilary term 1995 the HEA notified the College that it was after all in a position to provide special funding to meet the recurrent costs of the Language Modules Project and the Technology Awareness Programme. A budget of £58,000 was allocated to the Language Modules Project for 1994–5. This meant that the faculties were no longer required to meet the cost of hourly-paid teaching, and that CLCS was able to repay the £20 student levy. It also meant that we were able to undertake projects in the development of computer-based language learning materials and the design and implementation of a computer-based catalogue of self-access language learning resources (see 3.4 and 3.5 below; a summary of expenditure in 1994–5 is provided in Appendix 1).

When the HEA notified the College that funding was after all available to meet the 1994–5 recurrent costs of the Language Modules Project and the Technology Awareness Programme, it indicated that it expected further special funding to be available in 1995–6. This was, of course, good news. Nevertheless, it is clear that if CLCS wishes to pursue a long-term research-and-development approach to the language modules, it must secure independent funding to support the research dimension. During the academic year 1994–5 much time has been devoted to building up research funds by undertaking consultancy work and securing sponsorship from a variety of sources. As a result, CLCS is now in a position to launch a three-year programme of research and development related to the language modules (for details, see 4.2 below).

2 Language modules in 1994–5

Ema Ushioda

2.1 Modules offered

In 1994–5 new modules (Year 1 modules) were offered to incoming junior freshmen in Science and Arts, and continuation modules (Year 2 modules) to students in Science and Arts who had successfully completed the 1993–4 modules. In addition, new and continuation French for non-beginners modules were provided for students in Health Sciences, funded as in the previous year by the Faculty of Health Sciences. In practice, continuing students in Health Sciences were combined with students in Science, since numbers in both Faculties were relatively small. In addition, the Year 1 French module for students in Health Sciences, scheduled for 9 a.m. on Saturday morning, attracted a number of students in Science wishing to transfer from their later 11 a.m. session. Because modules were combined in this way, for purposes of clarity figures for students in Health Sciences are included in the following report on participation rates and assessment results, although these students did not form part of the population targeted and funded by the HEA.

The modules for students in Arts were scheduled to take place on Monday evenings, and those for students in Science and Health Sciences on Saturday mornings. In regard to the Year 2 modules, however, a number of Science students were in fact admitted to the Monday evening sessions. The modules offered were as follows:

Year 1 modules for new students
- French for non-beginners in Arts
- French for non-beginners in Science
- French for non-beginners in Health Sciences
- German for non-beginners in Arts
- German for non-beginners in Science
- German for beginners in Arts
- German for beginners in Science

Year 2 modules for continuing students
- French for non-beginners in Arts
- French for non-beginners in Science and Health Sciences
- German for non-beginners in Arts
- German for non-beginners in Science
- German for beginners in Arts
- German for beginners in Science

2.2 Recruitment

Recruitment of new students to take the Year 1 modules was arranged separately for each Faculty. For students in Arts, an information leaflet to publicize the modules was included in the admissions package mailed to incoming junior freshmen at the end of August by the Admissions Office. Students were invited to submit applications on 5 and 6 October, during the week preceding the beginning of Michaelmas lecture term. For students in Science, a general meeting was held on 17 October to publicize the modules. Students were then invited to submit applications by lunch time on the following day. In the case of Health Sciences, the Faculty undertook to publicize the modules and recruit students during the early weeks of term, using information leaflets and application forms provided by CLCS.

As before, applications were processed on a "first come first served" basis. For students in Arts, priority was given to those not studying a foreign language as a degree subject. The notional maximum number of students admitted to each module was reduced from 50 in 1993–4 to 40. This was motivated partly by financial considerations, since at the time of planning and recruitment, it was understood that the cost of hiring hourly-paid teachers and assistants was to be covered by the faculties involved, rather than by special funding from the HEA. Also, experience had suggested that, given the size of the teaching rooms available, a class of 50 students was perhaps too large. In

practice, admissions were handled with a degree of flexibility, in response to the high level of demand for the French for non-beginners module for students in Arts, to which 49 students were eventually admitted. Since the number recruited for the German for beginners modules was considerably smaller than anticipated, an application was also accepted from one postgraduate student.

In the case of recruitment for the Year 2 modules, letters were sent in September 1994 to all students who had successfully completed the pilot modules, inviting them to enrol for a second year. All applications from continuing students were accepted.

2.3 Rates of participation

All the modules began in the third week of Michaelmas lecture term 1994, and ran fcr a total of 21 weeks to the end of Trinity lecture term 1995. At the end of Michaelmas lecture term, letters were written to students with poor attendance records, requesting them to confirm their intention to continue or withdraw. A number of students on the application waiting-list were subsequently admitted to fill places made vacant at the beginning of Hilary lecture term.

In Tables 2.1 and 2.2 and Figures 2.1 and 2.2 below, the rate of weekly participation is expressed as a percentage of the total number of students enrolled for each module.

Module	Initial total recruitment	Number attending first session	Final total recruitment	Number completing module
YEAR 1 MODULES				
French non-beginners in Arts (Monday)	49 Arts	44 (90%)	48	8 (17%)
French non-beginners in Science (Saturday)	24 Science	15 (63%)	24	12 (50%)
French non-beginners in Health Sciences & Science (Saturday 9a.m.)	16 Health 8 Science 1 Arts	17 (68%)	25	15 (60%)
German non-beginners in Arts (Monday)	40 Arts	37 (93%)	44	9 (20%)
German non-beginners in Science (Saturday)	23 Science 1 Health	19 (79%)	24	14 (58%)
German beginners in Arts (Monday)	29 Arts	26 (90%)	32	10 (31%)
German beginners in Science (Saturday)	4 Science	3 (75%)	4	2 (50%)
Total	195	161 (83%)	201	70 (35%)

Table 2.1
Rates of participation in French and German Year 1 modules

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5

Module	Initial total recruitment	Number attending first session	Final total recruitment	Number completing module
YEAR 2 MODULES				
French non-beginners in Arts & Science (Monday)	10 Arts 6 Science	16 (100%)	17	11 (65%)
French non-beginners in Science & Health Sc. (Saturday)	4 Science 7 Health	6 (55%)	11	6 (55%)
German non-beginners in Arts & Science (Monday)	2 Arts 5 Science	6 (86%)	7	5 (71%)
German non-beginners in Science (Saturday)	8 Science	6 (75%)	8	6 (75%)
German beginners in Arts & Science (Monday)	5 Arts 2 Science	7 (100%)	7	3 (43%)
German beginners in Arts (Saturday)	2 Arts	1 (50%)	2	0 (0%)
Total	51	42 (82%)	52	31 (60%)

Table 2.2
Rates of participation in French and German Year 2 modules
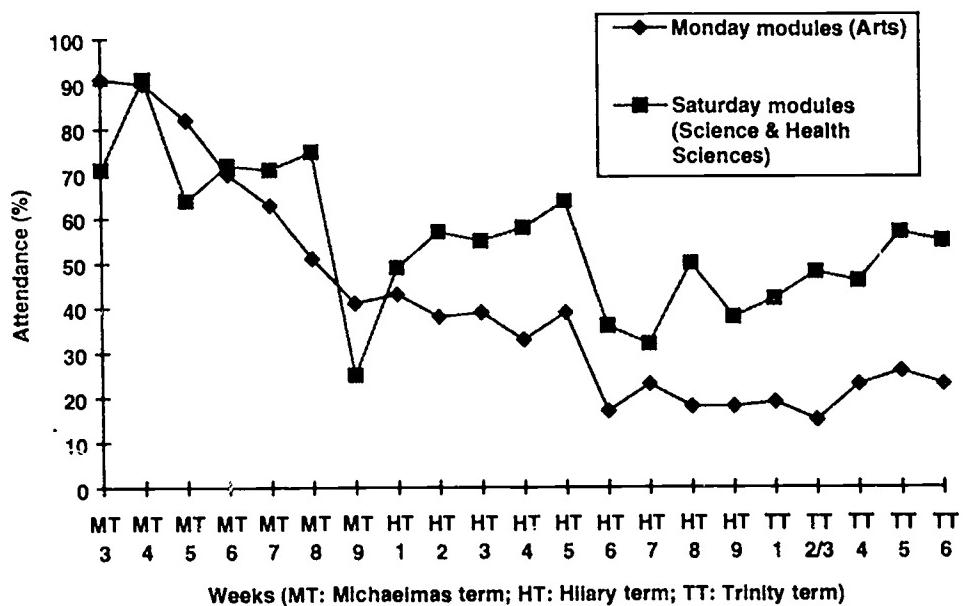
Figure 2.1
Total student participation (Year 1 modules)

5
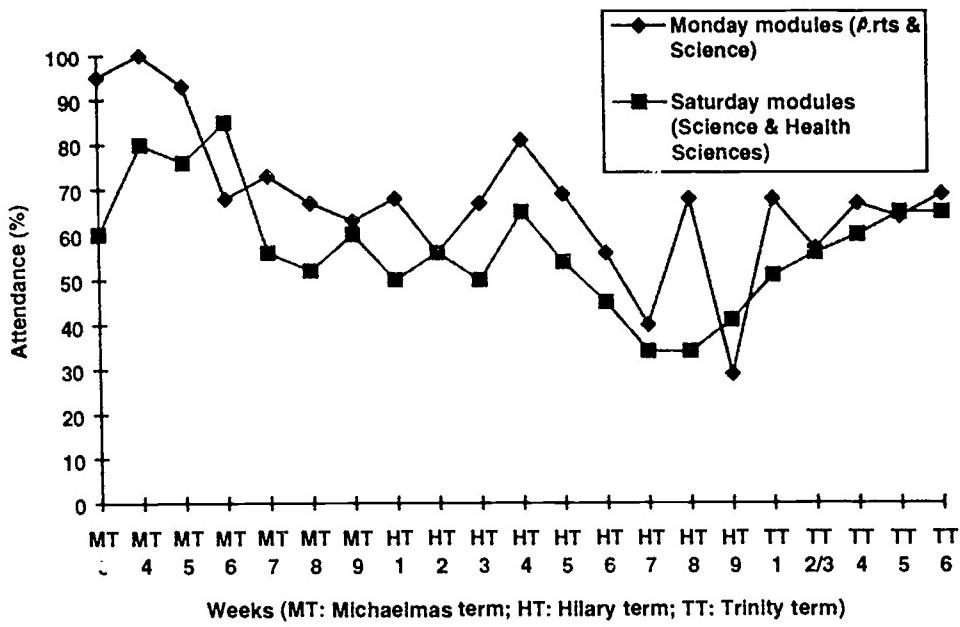
Figure 2.2
Total student participation (Year 2 modules)

As regards the Year 1 modules for new students, the participation rates showed a steady decline until the second half of Hilary term, when attendance figures seemed to settle into a more or less stable pattern (see Figure 2.1). Overall, the final percentage figures compared quite favourably with those of the pilot year. A substantially higher percentage of students in Science and Health Sciences completed the modules in 1994–5 (55%) than in the pilot year (36%). On the other hand, the percentage of students in Arts who completed the modules in 1994–5 was lower (23%, compared with 29% in the pilot year). In effect, these figures accentuated the difference in participation trends between students in Arts and students in Science noted in 1993–4. Once again, it seemed that a stronger commitment could be expected from students in Science. In this respect, the Faculty of Science continued to give the language modules a particularly high profile, and actively encouraged their freshman students to enrol. As in the pilot year, students in Science were given the incentive of gaining extra percentage points in their end-of-year examination results upon successful completion of the modules.

As regards the Arts modules, we offer—albeit tentatively—one possible explanation for the slight drop in participation levels compared with 1993–4. In the pilot phase of the project

applications were accepted from both junior and senior freshmen in Arts, with the result that a substantial proportion of those taking the modules were in their second year of study at university. Recruitment for the 1994–5 modules, however, was targeted specifically at the incoming junior freshman population. The higher rate of withdrawal may have reflected a difference in the general level of maturity between the two student intakes, since senior freshmen were more likely to have settled down to college life and established a more stable pattern of extra-curricular activities and commitments. Feedback from teachers certainly suggested that the students in Arts in the 1994–5 modules seemed on the whole less mature and less committed in their attitudes than those in the pilot year.

It might be added that the generally higher rate of attendance on Saturday mornings than on Monday evenings could also have reflected a difference in levels of physical and mental fatigue. As suggested in the report on the pilot phase, fatigue was likely to be a contributory negative factor affecting participation rates on a weekday evening, when the contact session came at the end of a full day of lectures and tutorials. On the other hand, however, no such trend emerged in the Saturday morning and Monday evening participation rates for the Year 2 modules. As Figure 2.2 shows, levels of

attendance on both days were not substantially different, with 69% completing the Monday evening modules, and 65% completing the Saturday morning modules. Since the Monday modules combined students in Arts and Science, while the Saturday French module combined students in Science and Health Sciences, it is less easy to distinguish any patterns in the rates of participation for students in each faculty from Figure 2.2. Examination of the recruitment and completion figures indicated that students in Science continued to show a higher level of commitment to language study in the Year 2 modules. The modules were completed by 50% of the total recruited intake in Arts, 57% of the total recruited intake in Health Sciences, and 68% of the total recruited intake in Science.

The overall picture for the Year 2 modules indicates relatively small numbers of students per module on the one hand, but a generally low rate of attrition on the other, suggesting that the modules attracted a committed core of students keen to continue their language study from the previous year. From the point of view of cost-effectiveness, however, it would seem more appropriate in future to offer a single set of Year 2 modules (French for non-beginners, German for non-beginners and German for beginners), combining students from different Faculties and thereby reducing the cost of hiring teachers and student assistants for separate modules. The mix of disciplines this year did not seem to pose any problems, since students were able to form appropriate working groups within each module and focus on their areas of academic interest. Such a combined approach offers a means of avoiding the difficulty created this year, when a German for beginners module was provided for just two students on Saturday morning, both of whom eventually withdrew through the pressure of other commitments.

2.4   Design of the modules

In response to the suggestion made by the external evaluators at the end of the pilot phase, a detailed study was undertaken in 1994–5 by the course designer, Marc Gallagher, documenting the procedures and principles for developing the content and design of the modules, on the basis of student needs and the ne-

gotiation of themes and activities. The present section of this more general project report provides merely a summary account of the overall design of the modules, with particular reference to aspects differing from the pilot phase.

As in the pilot year, each module involved students in one contact session per week. Practical considerations during the planning phase led to a decision to reduce the duration of the contact session from 2 hours to 90 minutes. This was because of the need to accommodate seven different modules on Saturday morning, compared with just four in the pilot year. Reducing the contact session to 90 minutes meant that the morning could be divided into two working periods, with sessions beginning at 9 a.m. and at 11 a.m. respectively, separated by a 30-minute period for teachers and assistants to take a break, provide feedback to the project team, and obtain materials and any information needed for the second session.

Induction and aptitude tests—The first session of the modules in Week 3 of Michaelmas lecture term was devoted to induction. Students were confronted with a range of issues about language learning, and in particular were invited to clarify their own reasons for learning, their expectations about success and progress, and their assumptions about the language learning process. Students were also subsequently provided with a learner handbook that expanded upon these issues and with guidelines for organizing their learning, as well as template charts for planning and recording the learning process.

In the second session, an aptitude test was administered. Based on the Modern Languages Aptitude Test (Carroll and Sapon 1959), the test was designed to measure different components of language learning ability—sound discrimination, short-term memory processing, grammatical sensitivity and explicit knowledge of grammatical terms and functions. The purpose of administering the test was to identify potential areas of difficulty students might face in their language learning, and to offer appropriate advice through a general counselling service, identifying materials and exercise types suited to the development of these abilities.

Learners' needs—Students' general needs were once again defined in terms of the ra-

tionale behind the HEA's desire to restructure primary degrees. In other words, the focus was on the development and consolidation of practical communication skills for the purposes of study, travel or work experience abroad, with a view to enhancing long-term vocational prospects and potential for mobility. On a more specific level, the perceived needs and areas of interest of the students actually enrolling in the modules were this time identified on a more principled basis, by means of a brief needs analysis questionnaire administered at the induction session. The thematic areas highlighted in the questionnaire data provided immediate guidelines for selecting from the prepared range of materials so as to create an appropriate materials package for each module. These principles applied to both Year 1 and Year 2 modules.

Course design—Following the successful implementation of a task-based approach to the design of the pilot modules, contact sessions in the 1994-5 modules were also structured around broadly defined domains of communicative activity, with initial thematic exposition providing the framework for pair-work or group-work activities and feedback in the medium of the target language. For example, an overview of the educational system in Germany offered the basis for small-group work comparing the system with the Irish educational system. Similarly, an article about genetic engineering provided the springboard for group debate on the pros and cons of gene technology. For each session, the materials package provided to students contained a range of authentic resources (newspaper or magazine articles, encyclopaedia references, etc.) and linguistic support materials (glossaries, idioms, grammatical information, etc.) relevant to the theme and set of tasks selected. In general, the packages reflected either a humanities or science orientation, as appropriate to the interests of the students.

During the weekly 90-minute sessions, students rotated from this task-based work under teacher supervision to a more informal kind of group interaction with native-speaker student assistants, either within the same thematic framework or with the focus on discussing and preparing collaborative group presentations for assessment.

In Year 2 modules the task-based approach placed a particular emphasis on the development of writing skills, with a view to preparing students for possible study experience abroad. This focus on writing skills was reflected also in the adaptation of the assessment instrument, which is described in 2.5 below.

Use of self-access—With the contact session reduced from 2 hours to 90 minutes, it did not seem practicable to programme regular self-access work into the weekly session. Students were encouraged instead to make use of the self-access resources and facilities outside the contact session hours. In practice, a relatively small but regular core of students sought to consolidate their learning in this fashion, seeking advice on the selection of materials and media. In particular, the introduction of CD-ROM materials during Hilary term attracted considerable interest from this regular group of self-access users.

In retrospect, experience suggests that the explicit programming of self-access work into the contact session, in the early weeks at least, may greatly enhance the level of student interest and commitment as far as the general use of self-access facilities is concerned. We suspect that students need more than encouragement and advisory support if they are to make effective use of self-access resources, and that practical hands-on experience in the use of computer-assisted language learning, video and audio materials integrated into the contact session may help to promote more autonomous patterns of learning in the long run.

2.5 Design of assessment procedures

Year 1 modules—For the formal assessment of students taking the Year 1 modules, the procedures adopted were essentially the same as in the pilot year. Two types of tests were administered in the final two weeks of Trinity lecture term—(i) a pencil-and-paper test to measure students' general underlying control of the target language system; and (ii) a communicative test to assess their ability to deploy their language skills interactively. As before, the pencil-and-paper test comprised a short dictation of 100 words, and a battery of four C-tests, with 25 deletions per text. The texts lay within the thematic range of material treated in the module in question, and were authentic in

origin, with some minor editing to meet the word-count requirements of the test design. The communicative test similarly followed the same specification as before—conceived as a short interactive group oral presentation on a chosen topic, performed in front of an audience made up of fellow students and assessors. On the basis of experience, group size was limited to a maximum of four students, to facilitate the assessment of individual students' oral performance in real time. With some minor adjustments to the wording of the band descriptors for assessing the German beginners' oral performance, the rating instrument with its individual student and group categories and system of penalties was essentially identical to that piloted before (see Appendix 4 of the 1993–4 report).

The continued use of these combined assessment procedures reflected general satisfaction with their appropriacy, reliability and cost-effectiveness when implemented and fine-tuned in the pilot year. The 1993–4 report describes in some detail the principles underlying the selection and design of both types of test.

Year 2 modules—A similar combined testing approach was implemented for the assessment of students taking the Year 2 modules, the communicative test being adapted to include the assessment of writing skills, as appropriate to the design of the modules. The Year 2 communicative test was conceived as a group writing project with oral presentation, aiming to assess formal written discourse skills and communicative oral skills. Each group (four students maximum) chose a topic for research, related to their academic interests. Preparation of the assessment project was once again integrated into the design and delivery of the modules, thereby ensuring a direct correspondence between learning objectives and assessment of student performance. The principal learning aim of the group writing task was to prepare students for the kind of formal presentation they might be required to make during study experience abroad. In such an environment, it would be natural for a non-native speaker to seek the assistance of native-speaker colleagues in the preparation of a formal written text. For this reason, students were actively encouraged to consult and collaborate with their native-speaker assistants in the prepar-tory phases, as well as to research relevant authentic resources. Each student in the group was required to contribute a 500-word text to the written presentation.

For the oral component of the assessment project, the group gave a ten-minute presentation of their topic which was broadly similar to the oral presentation in the Year 1 modules. The performance criteria were, however, adjusted to allow for the fact that the oral presentation did not have to be interactive: students were permitted to speak individually about different aspects of the project within an appropriate discursive framework. As in the Year 1 communicative test, the oral presentation was followed by brief questioning of the students by the assessors, to ensure that the assessment included a judgement of spontaneous communicative oral proficiency.

Designing new rating instruments—In designing the rating instrument for assessing the Year 2 oral presentations, the original system of penalties applying to the Year 1 presentations was modified, to allow for the fact that presentations no longer had to be interactive in style. Students continued however to be penalized for reading from scripts, though the use of props and overhead transparencies was encouraged.

As for the assessment of the written presentations, it was preferable that the rating instrument should be analogous in design and physical lay-out to the rating sheet used for assessing the oral component, with a grid-like arrangement of categories defined by appropriate band descriptors. In the end, five such categories were selected, reflecting different aspects of individual student performance in the written text. These categories comprised morphology, syntax, textual organization/clarity of purpose, vocabulary/expression and content/substance. Each category was scored on a 5-band scale, as in the oral rating instrument. Verbal band descriptors were elaborated for these categories, though some remain in rather skeletal format at this stage in the development of the test instrument (see Appendix 2).

The rating scales used to assess the Trinity term written presentations were in fact already in their second stage of development. When piloted in the middle of Hilary term, the original rating sheet included categories for assessing individual performance as well as collaborative group effort in the whole writing project. Feedback from the assessors as well as analysis of inter-rater reliability, however, suggested that the application of the group category was problematic, given discrepancies

in writing competence between individual students in the group and the fact that written texts are by definition non-reciprocal and thus non-interactive. Such discrepancies were more overt and less easy to accommodate in applying a global group judgement in the written medium than in the spoken medium. Consequently, the rating instrument was modified to focus on individual student performance only, and assessors were fully briefed on the changes made.

Validity and reliability—In order to gauge the validity and reliability of the combined instrument adapted for the Year 2 modules, a statistical analysis was carried out of (i) the degree of correlation between student results across the separate test components and (ii) the degree of inter-rater reliability in the written and oral components of the group project assessed in Trinity term. However, the analysis could not be meaningfully conducted in the case of the German for beginners module, since test results were available for one group of three students only.

Table 2.3 summarizes the statistical analysis of the relationships between the separate test components. The analysis revealed some differences in the patterns of correlations with respect to the French and German modules, with the oral component of the communicative test showing a generally stronger association with the pencil-and-paper test in the case of the French modules. In the case of both languages, nevertheless, the level of relationship suggested that these two test components provided comparable measures of language proficiency, but that they were not tapping

identical aspects of this proficiency. As in the pilot year, the analysis on the whole thus seemed to support the dual objectives of the two types of test, which were to assess ability to deploy communicative language skills on the one hand, and underlying knowledge of the target language system on the other.

With regard to the group writing task, the analysis indicated moderate positive correlations with the C-test and the oral component of the communicative test in the case of the German modules, but not the French. In retrospect, however, a pattern of this kind ranging from no observable relationship to a moderate positive relationship was probably to be expected between the group writing task and the C-test. The degree of association might partly reflect the degree to which student groups were or were not actively encouraged to seek native-speaker assistance in the preparation and editing of their written presentations. As for similar variation in the level of association with the oral component, this may be a function of whether oral presentations tended to be interactive in style, or more formal and more closely based on the text of the written presentation.

The analysis of inter-rater reliability in both components of the communicative test revealed a generally high level of agreement among raters. Three independent raters were employed in the case of the French modules, and two independent raters in the case of the German modules. Reliability coefficients of 0.86 and 0.76 were obtained in the analysis of total test scores across the three French raters in the oral and written components respec-

French for non-beginners | | | | German for non-beginners | | | |

N=17	Group oral	Group written	Dictation	N=11	Group oral	Group written	Dictation
Group written	0.27			Group written	0.47		
Dictation	0.66	0.25		Dictation	0.06	-0.16	
C-test	0.76	0.07	0.78	C-test	0.77	0.54	0.44
Written test total	0.77	0.15		Written test total	0.60	0.33	

Table 2.3
Correlational analysis of test components (Year 2 modules)

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tively. Correlation coefficients of 0.78 and 0.62 were obtained in the analysis of the two sets of scores provided by the pair of German raters in the oral and written components. These findings thus continued to sustain confidence in the design of the group oral testing instrument piloted in the previous year, and provided satisfaction that an appropriate adaptation had been developed for assessing writing skills, the basic design of which could be fine-tuned during subsequent implementations. A summary of the statistical analysis is given in Appendix 3.

It should be added that similar statistical analyses were also carried out on the testing instruments used in the Year 1 modules, following the same procedure as in the pilot year. Results compared favourably with those obtained previously, with for example a reliability coefficient of 0.85 and correlation coefficients of 0.77 and 0.78 in the analysis of inter-rater agreement in the communicative test. The reduction in the number of raters employed, from a team of four in the pilot year to combinations of three and two raters in 1994–5, reflected a concern to move towards greater cost-effectiveness, but not at the expense of reliability. On the basis of these further trials and the statistical analyses, it would appear that the communicative test devised may be implemented effectively and reliably with two independent raters who have been very carefully briefed on the use of the rating-scales.

Calculating grades—For the Year 1 modules, the total assessment score for each student was calculated following the same principles as in the pilot year, with the C-test scores and dictation score weighted in the ratio of 2 to 1, and the communicative test score and the total pencil-and-paper test score weighted in the ratio of 3 to 2. For the Year 2 modules, the twin components of the pencil-and-paper test were weighted in the same way. In the calculation of the overall assessment score for each student, the pencil-and-paper test, the oral presentation and the written presentation were given equal weighting. Students' raw totals were then

transposed to the Arts and Science systems of marks and classes by means of the same formula as we used in 1993–4: multiply by 0.6 and add 20 to arrive at a score on the Arts scale, between 20% and 80%; adjust Science marks over 70% (there were none below 20%) to take account of the fact that the Faculty of Science uses a scale from 0% to 100%.

2.6 Assessment results

101 students completed the assessment process—70 students in the Year 1 modules, and 31 students in the Year 2 modules. The results are summarized in Table 2.4 below, which indicates the range of student performance classified by module and by faculty. Figures 2.3 and 2.4 conflate the results in two histograms for Year 1 and Year 2 modules respectively.

Taken collectively, the results achieved by students taking the Year 1 modules compared favourably with those from the pilot modules. Of the 70 students who completed the assessment process, 73% achieved a II.1 grade, while 21% achieved a II.2 grade. In the Year 2 modules, the general level of achievement was somewhat higher. Of the 31 students who completed the assessment process, 81% achieved a II.1 grade, and 13% a II.2 grade. This difference in the spread of the results may readily be observed by comparing Figures 2.3 and 2.4. Coupled with the generally low rate of attrition in the Year 2 modules, the results summarized in Figure 2.4 provide further evidence that the Year 2 modules may attract a committed core of relatively successful language learners. In this regard, the high proportion of II.1 grades achieved by students in the Year 1 modules also seems to suggest that the patterns of attrition/completion in these optional programmes may reflect a process of self-selection on the basis of successful learning experience.

Module	Student nos.	Average mark	Highest mark	Lowest mark
Year 1 modules				
French for non-beginners in Arts	7	60%	65%	56%
French for non-beginners in Science	17	62%	69%	51%
French for non-beginners in Health Sc.	11	63%	70%	54%
German for non-beginners in Arts	8	62%	67%	55%
German for non-beginners in Science	15	64%	70%	59%
German for beginners in Arts	7	54%	61%	45%
German for beginners in Science	5	59%	66%	51%
Year 2 modules				
French for non-beginners in Arts	7	63%	68%	56%
French for non-beginners in Science	6	62%	68%	54%
French for non-beginners in Health Sc.	4	66%	73%	63%
German for non-beginners in Arts	2	-	71%	69%
German for non-beginners in Science	9	64%	68%	57%
German for beginners in Arts	1	-	67%	-
German for beginners in Science	2	-	66%	64%

Table 2.4
Assessment results
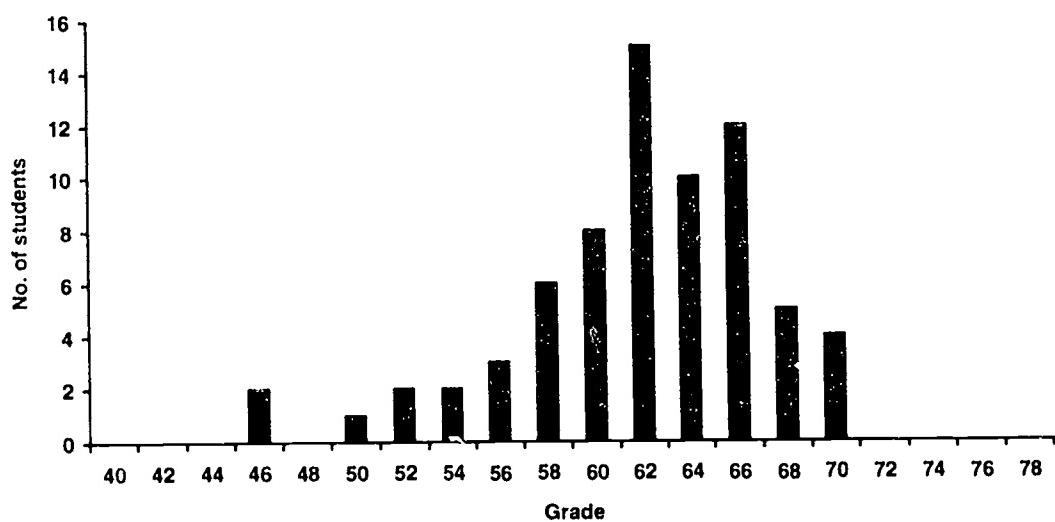
Figure 2.3
Assessment results – Year 1 modules

12

13
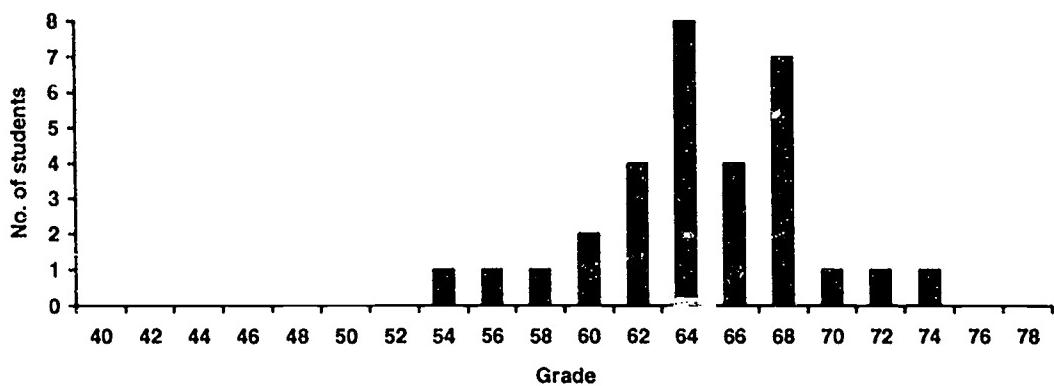
Figure 2.4
Assessment results – Year 2 modules

3 Research and development in 1994–5

David Little and
Ema Ushioda

3.1 Survey of foreign language needs

At the close of the pilot phase of the project, the external evaluators suggested that a consolidated programme of language modules should be developed and generalized to include other disciplines and/or languages if required. In response to this recommendation, a large-scale survey was conducted in 1994–5 to identify the language learning needs of the student population at Trinity College, and in particular to investigate the degree of interest in languages other than French and German. Previous surveys had suggested that the demand for other languages was likely to be considerably lower.

The survey was conducted on two levels. First, questionnaires were distributed to a random sample of 1,100 students, comprising undergraduate and postgraduate students from a variety of academic disciplines. The random sample was generated via the College's Student Records computer database, and represented approximately ten per cent of the total student population. The questionnaire invited students to indicate their interest in non-beginner and beginner programmes in various languages, possible reasons for language study, and their preferences in respect of language skill focus, timetabling, year of enrolment and level of integration with degree programmes. Second, a different questionnaire was sent to the head of each academic department requesting details of student language learning needs in respect of undergraduate exchange programmes, course options and postgraduate study. The questionnaire further surveyed departmental interest in the provision of language modules, and departmental preferences in respect of language skill focus, year of enrolment and level of integration.

A detailed report on the findings of the language needs survey is being compiled for future reference. A brief summary of the main findings and their implications for the provision of language modules is presented below.

Summary of main findings—Student questionnaires were distributed by post in Week 3 of Hilary lecture term 1995. Reminder notices were sent out in Week 7. In the end, 407 students (328 undergraduates and 79 postgraduates) completed and returned the questionnaire. This represented 37% of the total sample population targeted. Since the majority of those who completed questionnaires (94.3%) expressed an interest in language programmes, one might interpret the failure to respond as generally indicative of a lack of interest. On this basis, it would seem possible to infer that the initial demand for language programmes of this kind might extend to about one-third of the student population.

Figures 3.1 and 3.2 below summarize the findings in the analysis of undergraduate interest in non-beginner and beginner language modules. As expected, the results once again confirmed the high level of demand for non-beginner French modules, with interest expressed by 50% of those surveyed, while non-beginner German modules came second with interest expressed by 30%. These findings were moreover mirrored in the responses provided by heads of department, 73% of whom completed the questionnaire. Interest in the provision of non-beginner modules in French was expressed by 54.9% of responding heads of department, and interest in non-beginner modules in German by 39.2%. Percentage levels of interest in the provision of other non-beginner modules were all in single figures.

Student interest in beginner modules (Figure 3.2), however, revealed a greater demand for Italian than for German. The findings also suggested that interest in beginner pro-
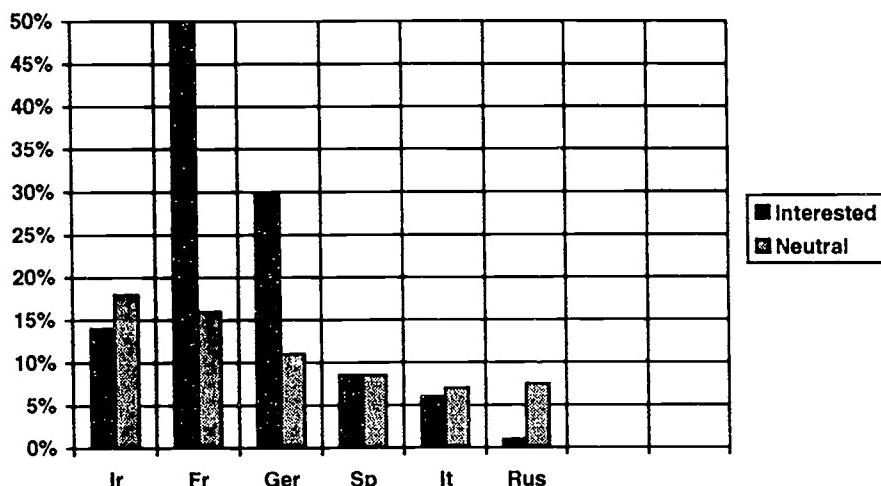
Figure 3.1
Undergraduate interest in language modules for non-beginners
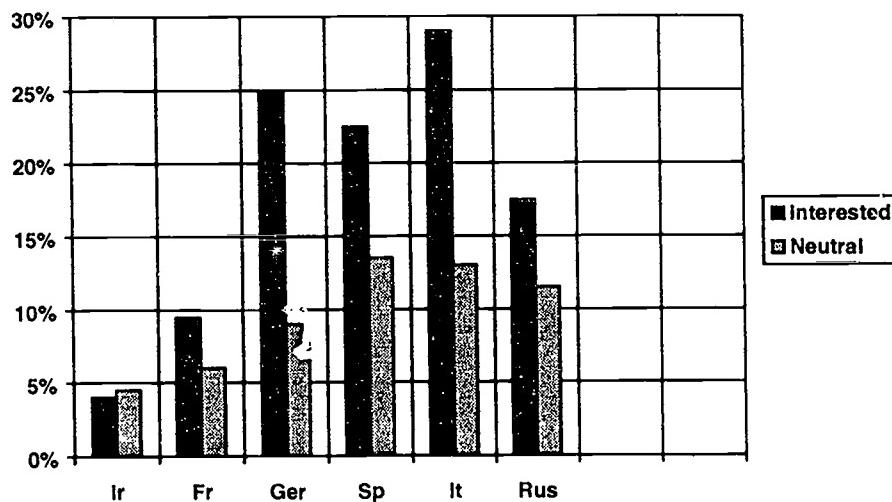
Figure 3.2
Undergraduate interest in language modules for beginners

grammes in Spanish was relatively high. This pattern was not matched in the analysis of responses from Heads of Department, 45.1% of whom prioritized beginner programmes in German, and only 25.5% of whom indicated interest in the provision of similar programmes in Italian or in Spanish. The reasons for language learning most commonly cited by students included the desire to travel (58.2%), the desire to work abroad (54.8%) and the enhancement of vocational prospects (46.2%). This seems to confirm that the focus on added value and mobility underpinning the language modules project was indeed appropriate to students' perceived long-term needs and goals. In this regard, a corresponding preference for the development of practical oral communication skills was indicated by 91.2% of students, with writing skills and reading skills featuring somewhat lower down the scale at 59.2% and 53.3% respectively. The priorities indicated by heads of department, on the other hand, were quite different—70.6% emphasized a desired focus on reading skills, 62.7% on oral communication skills, and 31.4% on writing skills.

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Both population samples expressed a preference for enrolment in two-year language programmes in the junior and senior freshman years, as well as for language modules to be certified separately as an optional extra-curricular programme, rather than partially or wholly integrated into degree programmes. This latter finding may lend further support to the view expressed by the external evaluators in the pilot phase—that potential employers may respond more favourably to graduates who have clearly devoted extra time and effort to developing their language skills on a voluntary basis. On the other hand, lack of integration means that students must take the modules as an extra, which in turn means an increased work load, and this clearly helps to produce the high drop-out rates that make it difficult to achieve maximum cost-effectiveness in the delivery of the modules. The pattern of responses from heads of department in respect of integration suggests some awareness of these difficulties. While 34.9% indicated a preference for optional extra-curricular modules, 20.1% favoured partial integration, with corresponding reduction in students' main subject workload, and 17.9% favoured certification through the addition of extra percentage points to students' annual examination results (the procedure currently used by the Faculty of Science). Taken collectively, these findings suggest that 38% may favour a move towards partial integration of one form or another.

In terms of specific implications for the development of a consolidated programme of language modules, the survey clearly confirms the high level of interest in French and German at the non-beginner level, no doubt reflecting the dominance of these languages in the post-primary curriculum. It thus provides further evidence in favour of concentrating on the provision of non-beginner modules in these two languages, and suggests that a programme of expansion into other languages at the non-beginner level is not warranted at this stage.

On the other hand, the student survey does uncover a clear demand for beginners' Italian which appears to outstrip the demand for beginners' German. Although this demand is not present in the survey of heads of department, we have decided to introduce an inter-faculty module in beginners' Italian on an experimental basis in 1995–6. The module will be open to a notional maximum of 20 students from the Faculties of Arts and Science. This experiment will be an important first step towards expansion of the modules programme into other languages, and will serve as a useful test case for generalizing the application of the task-based approach to syllabus design and of the assessment procedures developed for French and German.

3.2 A detailed study of the modules content

At the end of the pilot year of the project the external evaluators recommended that CLCS should undertake a detailed study of the modules content and the range of procedures used to match needs and syllabus. This study was completed by Marc Gallagher in Trinity term 1995. It will be used to shape the further evolution of the French and German modules and will serve as a benchmark in the design of modules in other languages. Copies of the study may be obtained on request from the Director of CLCS.

3.3 Research into foreign language testing

Section 2.5 of this report provides details of the research undertaken to validate the design of the assessment procedures developed for the second year of the modules (similar research was undertaken in 1993–4 to validate the design of the assessment procedures developed for the first year of the modules). This research was reported on in an invited paper that David Little gave at a conference on University Language Testing held at the University of Portsmouth in April 1995.

3.4 Development of computer-based learning materials

In the pilot year of the project CLCS was able to upgrade its facilities for computer-assisted

language learning and begin the process of developing learning materials in French and German using well-tried authoring programs. This process was carried a significant stage further in Trinity term 1995 (April–June), when a research assistant, Breffni O'Rourke, was engaged for three months with the specific brief of developing computer-based learning materials across the whole thematic range covered by the French and German modules.

3.5   Self-access language learning resources

In parallel with the development of computer-assisted learning materials it was necessary to review self-access learning resources in other media (print, audio, video and CD-ROM), bring the collection up to date, and create a computer-based catalogue that would enable students quickly to find materials appropriate to their learning targets. These tasks were undertaken by a second research assistant, Barbara Simpson, who was engaged from April to September 1995.

The collection of resources in all languages has been carefully examined and out-of-date materials have been disposed of. Also, new materials in all media have been acquired in French, German and Italian.

At the same time, a database of learning materials has been developed which fulfils a dual role. On the one hand it serves as a catalogue, providing easy access to bibliographical information about each item in the collection. On the other hand, it offers users a "study pathway" through which users may browse. The pathway provides pedagogical information and advice designed to advance the language learning process. Users can move to and fro between the pathway and the database to discover what materials are available in the different media. At each step advice is provided on the various options for further study. Users can also access the database via the various themes covered by the modules, which enables them quickly to review relevant learning materials week by week.

3.6   Interactive video system for use in self-access

In the course of 1994–5 the functions of Autotutor II, CLCS's interactive videocassette system, have been implemented in fully digital form. In 1995–6 it is proposed to develop learning materials for use by small groups of students working together in self-access. The design of these materials will draw on the findings of a number of empirical research projects that CLCS has conducted in this area in the past few years. Students' use of the materials will yield further research data.

3.7   Language learning by e-mail

In Hilary term 1995 CLCS was invited to join an EU-funded project designed to explore the use of e-mail in foreign language learning. The project is co-ordinated by the Ruhr-Universität Bochum and involves university learners of Danish, Dutch, English, French, German, Italian, Japanese, Portuguese, Spanish and Swedish at eleven universities in nine EU member states. CLCS will become actively involved in the project from October 1995 and will contribute to the development and piloting of a variety of learning activitites.

In Trinity term 1995 CLCS and the Englisches Seminar of the Gesamthochschule–Bergische Universität Wuppertal agreed to collaborate on an independent project to explore the potential of e-mail to assist foreign language learning. This project will be launched in October 1995; it is expected to run for three years.

3.8   A project management toolkit

At the end of the pilot year of the Language Modules Project the external evaluators recommended that CLCS should produce a tool-

kit for the management of similar language programmes in other third-level institutions. In 1994–5 two of the proposed components of this tool-kit were completed: an assessment procedures pack and a video recording of group tasks performed by students in the end-of-year assessment. Other elements of the tool-kit—for example, proposals for teacher training and pedagogical guidelines for the organization of language classes and self-access language learning—remain to be devised. A fully developed tool-kit, drawing on all aspects of the Language Modules Project, will be one of the chief outcomes of the three-year research-and-development programme to be launched in October 1995 (see 4.2 below).

4 Looking ahead to 1995–6 and beyond

David Little

4.1 Language modules to be offered in 1995–6

In 1995–6 CLCS will again offer the two-year modules in French and German developed in 1993–4 and 1994–5 and treated in detail in section 2 of this report. In addition, as noted in 3.1 above, we shall offer an inter-faculty module in beginners' Italian on a pilot basis; and the two-year self-instructional programme in German that CLCS has provided for students of Engineering since 1982, will be replaced by a two-year module with the same general structure as the German modules designed for students in Arts and Science.

The organizational experience of the past two years will be used to streamline the operational framework of the modules, which should result in greater cost-effectiveness and ease of management. The streamlining will chiefly be achieved by reducing the number of continuation modules offered in favour of combined modules for students from different faculties. This integrated approach will also to a certain extent shape the provision of some Year 1 modules, where students from different disciplines can usefully be combined — viz., French for students in Science and Health Sciences and beginners' German for students in Arts and Engineering.

One of the findings to emerge from the language needs survey was a pattern of student preferences for contact sessions on Monday evening (40.5%), Tuesday evening (40.5%), Wednesday evening (28%) and Saturday morning (20.1%). Experience this year, however, suggested that in organizational terms Monday evenings were problematic because of the number of sessions lost to bank holidays. For this reason, the 1995–6 modules will be

scheduled to run on Tuesday and Wednesday evenings (to meet the order of students' expressed preferences), as well as on Saturday mornings. In view of the high level of demand this year from students in Science to join the weekday French module for students in Arts, the 1995–6 arrangement will offer students in Science and Health Sciences the choice of a weekday evening or a Saturday morning session.

Experience this year has also prompted a return to a two-hour contact session for the 1995–6 modules, to facilitate the inclusion of regular self-access work in the weekly session. In total, the language modules planned for 1995–6 are as follows:

Tuesday evening (7 p.m.–9 p.m.)
- French for non-beginners in Arts (Year 1)
- German for non-beginners in Arts (Year 1)
- German for non-beginners in Engineering (Year 1)
- German for beginners in Arts and Engineering (Year 1)

Wednesday evening (7 p.m.–9 p.m.)
- French for non-beginners in Science & Health Sciences (Year 1)
- French for non-beginners in Arts, Science & Health Sciences (Year 2)
- German for non-beginners in Arts, Science & Engineering (Year 2)
- German for beginners in Arts, Science and Engineering (Year 2)

Saturday morning (10 a.m.–12 p.m.)
- French for non-beginners in Science & Health Sciences (Year 1)
- German for non-beginners in Science (Year 1)
- German for beginners in Science (Year 1)
- Italian for beginners in Arts & Science (Year 1)

4.2 A three-year research-and-development programme

Sections 1 and 3 of this report have already alluded to the fact that CLCS has secured funding for a three-year research-and-development programme to support the further evolution c' the language modules. The programme has five principal components:

1. *Continuing work on the syllabus, pedagogical approach, and assessment procedures used in the French and German modules implemented to date.* In this general area, particular attention will be given to the integration of self-access learning with weekly contact hours, the promotion of learner autonomy, the development of an efficient and cost-effective system of learner counselling, and the gradual validation of standardized tests that will enable us to calibrate the standards achieved in the language modules against international norms. In the last of these areas CLCS is collaborating actively with experts in language testing at the Universities of Duisburg and Bochum, Germany.

2. *The development of a model for providing opportunities to learn languages other than French and German.* It is anticipated that this will entail the design of new patterns of organization and new pedagogical procedures, since (as reported in 3.1 above) the level of demand for such languages is significantly less than for French and German. The inter-faculty Italian module to be introduced on a trial basis in 1995–6 will be our first experiment in this area.

3. *The further development of learning materials for use on CLCS's computer network and the elaboration and validation of appropriate pedagogical techniques.* This will entail the use of standard authoring programs, concordancing, word-processing, e-mail and the Internet. As noted in 3.7 above, CLCS is developing its research procedures in this area by participating in two international projects.

4. *The development of interactive video learning units as a fully integrated component of the*

French and German modules. This is an area in which CLCS has already established an international lead. In order to maintain the lead, it is essential not only to develop learning units according to a sound theoretical model, but also to undertake empirical research into the use that students make of these units in order to establish criteria for further development.

5. *The further development of an efficient and effective user interface to CLCS's self-access facilities.* This principally entails the further development of the database described in 3.5 above, in parallel with the further enhancement of self-access language learning resources.

The research-and-development programme has three intended outcomes:

1. *The evolution of a fully elaborated programme of language modules,* comprising a set of clearly articulated pedagogical approaches, fully integrated learning materials in four media (print, audio, video, computer), and statistically validated assessment procedures.

2. *Empirical investigation of the implementation of language modules in their various components.* This will entail (i) monitoring levels and kinds of student aptitude and motivation and relating them to annual assessment results; (ii) exploring different aspects of students' learning behaviour, especially in relation to the use of computer and interactive video facilities. The findings of this empirical research will be reported at conferences and published in conference proceedings and applied linguistics journals.

3. *The enhancement of CLCS's capacity to generate income to fund further research and development.* Over the three years covered by the plan it is expected that this capacity will lie principally in consultancy work and teacher training focussed on the design and delivery of foreign language teaching/learning. At the end of the three-year period, it should be possible to offer the modules for sale in part or in whole to other educational institutions. The project management toolkit referred to in 3.8 above will be the core element in what is offered for sale.

4.3 The future of the language modules in the undergraduate curriculum

The HEA has funded the Language Modules Project for the past two years because it wishes to see foreign language learning more firmly embedded in the undergraduate curriculum. So far there has been no question of integrating the modules into the curriculum: they were introduced as a pilot project in 1993–4, and for much of 1994–5 there was considerable uncer-

tainty about future funding provision. But as we enter the academic year 1995–6, CLCS has secured research-and-development support for the modules for three years; and there is every prospect that such support will become self-renewing. All the faculties have to worry about is the recurrent cost of delivering the modules from year to year. This is estimated to be £41,700 in 1995–6; and we already know that in 1995–6 the HEA will again provide a special grant to cover this cost. CLCS could hardly have done more to guarantee the future of the language modules. It is now for the faculties to respond by finding a way of integrating them into the undergraduate curriculum. As a first step in this direction, CLCS will prepare a discussion document for the Deans' Committee in Michaelmas term 1995.

5 Report of external assessors

Edith Esch and
Anny King

5.1 Introduction

As in the first year of the project, it was agreed that the evaluators would have a consultative role as well as providing a report at the end of the year. The evaluation that follows is based on (i) observations made during Edith Esch's visits to Trinity College in April and May 1995, (ii) the draft internal report on the project, including the report on the 1994–5 modules content mentioned in section 3.2 above, (iii) sample examination scripts, and (iv) the project log book.

In last year's report we provided a detailed evaluation of the overall design and implementation of the project in its pilot year. This year our evaluation concentrates on (i) innovations in the second year of the project and (ii) the project team's responses to the recommendations we made at the end of last year's evaluation. Before addressing these issues, however, we wish to reiterate our generally very positive evaluation of the project overall.

5.2 General remarks on the second year of the project

As regards content, the main innovation in 1994–5 was the extra emphasis given to writing skills in the Year 2 modules. According to the detailed outline of modules content, the range of written activities proposed to the students was quite wide. Rather more emphasis was given to pedagogical than to non-pedagogical writing tasks, but we recognize that this is likely to change with the introduction of the e-mail experiments mentioned in section 3.7 above.

We understand that the decision to offer some modules to students from more than one faculty was prompted by considerations of cost-effectiveness (the idea had already been discussed in 1993–4). One possible advantage of adopting this approach is that students from different disciplines will approach the business of learning a foreign language from different but complementary vantage points; at the same time, the central role given to group work allows students to focus at least some of their learning on their own academic discipline. A possible disadvantage, on the other hand, is that it is not possible to focus on issues related to particular disciplines or to look at cross-linguistic or cross-cultural aspects in any depth, as can more easily be done when all the learners come from the same discipline area. At Cambridge, we have argued for the development of European programmes in each of the faculties, on the ground that the Faculty of Engineering (for example) is responsible for the formation of engineers, and that foreign languages should be learnt not as an optional extra but as a constitutive part of a new engineering culture geared to internationalism. Both approaches have their advantages but also their limitations. The former approach tends to emphasize that it is worth learning languages in general, "because they are there", while the latter approach exploits the fact that particular domains of activity are associated with discursive "moulds" which are, at least in part, valid across languages and cultures. The wide range of different opinions on the integration of foreign language modules in the undergraduate curriculum emerged clearly in the survey of heads of department (see section 3.1 above).

The survey that the project team conducted of the student population indicated that one in three students is in principle interested in learning a foreign language. Of course, it is by no means easy to turn "interest" into actual and sustained learning, especially in a situation where foreign language learning is an op-

tional extra rather than an option within the curriculum. We were impressed by the obvious interest in foreign language learning that emerged from the survey of heads of department; and we were not surprised by—indeed, we would have expected—the discrepancy between the views of heads of department on the one hand and the views of students on the other.

At present students are grouped in modules according to their year of study rather than their level of proficiency. We recognize that this mode of organization is necessary if the modules as they have evolved over the past two years are to become an integral part of the undergraduate curriculum. But we think it is worth drawing attention to an alternative model, which groups students according to their level of proficiency. This latter model can be implemented flexibly as an extra-curricular option that leads to fully integrated foreign language modules in the last year or two of the undergraduate curriculum.

5.3 Comments on specific aspects noted in the 1993–4 report (see section 3.6 of that report)

1 As we noted in our introduction, the project has clearly succeeded in developing a consolidated programme of foreign language modules. Now that a general framework is in place, only a few relatively minor changes are to be expected as regards pedagogical approach and module content. It is clear from the developmental proposals summarized in section 4.2 above that the development of new learning activities and new materials in all media, including computer-assisted language learning, is only a matter of time. These should fall easily into place in the overall scheme.

2a A 17-page study of the modules content was made available to us. It gives an account of the general communicative principles on which the learning activities are organized, of the various ways in which the project team has tried to capture learners' motivation by choosing themes of genuine interest to them, and of the various types of pedagogical and non-pedagogical tasks proposed to the students.

2b It is good to see that in the second year of the project, special care was taken to provide training for the staff. Particularly notable was the special training arranged for ERASMUS students. In this type of programme it is important that native-speaker assistants are quite clear that they do not have teaching responsibilities but are to play the role of facilitator.

2c In last year's report we recommended that a study should be undertaken to see whether and how the modules could be related to the scheme of NVQs. We understand that such a study was not feasible in 1994–5, but recommend that an attempt should be made at a somewhat later stage to relate the modules to other foreign language qualifications.

3 The first two years of the project have clearly established that there is a demand for French and German among Trinity College's student population. That an inter-faculty module in Italian can be offered in 1995–6 is a measure of CLCS's ability to respond to a new demand by applying the framework developed for French and German.

4 We recognize that CLCS could not have access to the networking infrastructure that would have made it possible to engage in the production of multimedia learning materials transportable to other universities. We are however gratified that CLCS intends to develop a project management tool-kit as one of the outcomes of its three-year research and development proposal.

Appendix 1
Summary of expenditure

Staff

Project co-ordinator and pedagogical adviser	16,550	
Hourly paid teachers (3 French, 3 German) and ERASMUS language assistants (14 French, 16 German)	14,529	
Two research assistants (development of computer-based language learning materials; renovation of self-access language learning resources and design of computerized catalogue)	11,657	
		42,736
Language learning materials		1,436
Travel		1,848
Videorecording of student presentations		300
Stationery, photocopying, postage, miscellaneous expenses		1,329
External evaluation		
Fee	2,000	
Travelling expenses and administration costs	2,100	
		4,100
Balance carried forward to 1995–6		6,251
TOTAL ALLOCATION		£58,000

Appendix 2

Band descriptors and rating sheet for assessment of written presentations

CONTINUING Non-Beginners   WRITTEN Presentation

Assessment Guidelines

Expected maximum global level of attainment
Can produce formal written text that is coherent, well-organized and reasonably accurate. Generally appropriate use of register, vocabulary and discourse markers.

Individual Student Assessment

CATEGORY	Level 1	Level 2	Level 3	Level 4	Level 5
Morphology:	very frequent errors in agreement, inflection, etc.	basic errors frequent	some errors	very few errors	no errors
Syntax:	very poor structural control	difficulty with complex structures	good control of basic structures, some problems with more complex structures	generally well-formed, only occasional problems in complex structures	very competent control of complex structures
Textual organization / clarity of purpose	very poor	poor	satisfactory	good	very good
Expression (appropriate language / vocabulary range)	very poor	poor	satisfactory	good	very good
Content / substance	very poor	poor	satisfactory	good	very good

Rating sheet

CONTINUING Non-Beginners   *WRITTEN Presentation*

MODULE	DAY	GROUP	ASSESSOR
Topic:			

Individual student assessment

Category	Student A					Student B					Student C					Student D				
Band levels	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Morphology																				
Final revision																				
Syntax																				
Final revision																				
Text organization /Clarity of purpose																				
Final revision																				
Expression /Vocabulary																				
Final revision																				
Content /Substance																				
Final revision																				

Appendix 3

Year 2 communicative test: inter-rater reliability

For the estimation of inter-rater reliability, the Spearman-Brown Prophecy Formula was used, based on the number of independent raters and the average correlation among raters. (For full details of the procedure, see Henning, G., 1987: *A Guide to Language Testing*, Cambridge, Mass.: Newbury House, pp.82f.).

ORAL PRESENTATIONS

<table>
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Monday & Saturday</td><td colspan="4">Number of students assessed: 17
Number of project groups: 6
Number of assessors: 3</td></tr>
<tr><td>phonology</td><td>rater 1</td><td>rater 2</td><td>rater 3</td><td>fluency</td><td>rater 1</td><td>rater 2</td><td>rater 3</td></tr>
<tr><td>rater 2</td><td>0.63</td><td></td><td></td><td>rater 2</td><td>0.51</td><td></td><td></td></tr>
<tr><td>rater 3</td><td>0.3</td><td>0.52</td><td></td><td>rater 3</td><td>0.63</td><td>0.5</td><td></td></tr>
<tr><td>grammar</td><td>rater 1</td><td>rater 2</td><td>rater 3</td><td>group task</td><td>rater 1</td><td>rater 2</td><td>rater 3</td></tr>
<tr><td>rater 2</td><td>0.38</td><td></td><td></td><td>rater 2</td><td>0.77</td><td></td><td></td></tr>
<tr><td>rater 3</td><td>0.52</td><td>0.63</td><td></td><td>rater 3</td><td>0.67</td><td>0.77</td><td></td></tr>
<tr><td>total score</td><td>rater 1</td><td>rater 2</td><td>rater 3</td><td></td><td></td><td>phonology</td><td>0.74</td></tr>
<tr><td>rater 2</td><td>0.71</td><td></td><td></td><td>Inter-rater</td><td></td><td>fluency</td><td>0.78</td></tr>
<tr><td>rater 3</td><td>0.61</td><td>0.72</td><td></td><td>reliability</td><td></td><td>grammar</td><td>0.76</td></tr>
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Monday & Saturday.</td></tr>
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<tr><td>Number of project groups:</td><td>5</td></tr>
<tr><td>Number of assessors:</td><td>2</td></tr>
<tr><td colspan="2">Correlations between raters' marks</td></tr>
<tr><td>phonology</td><td>0.88</td></tr>
<tr><td>fluency</td><td>0.59</td></tr>
<tr><td>grammar</td><td>0.62</td></tr>
<tr><td>group task</td><td>0.58</td></tr>
<tr><td>total score</td><td>0.78</td></tr>
</table>

WRITTEN PRESENTATIONS

French non-beginners 2 Monday				Number of students assessed: 11 Number of project groups: 4 Number of assessors: 3			
morpho	rater 1	rater 2	rater 3	**syntax**	rater 1	rater 2	rater 3
rater 2	0.63			rater 2	0.75		
rater 3	0.69	0.68		rater 3	0.43	0.54	
text org	rater 1	rater 2	rater 3	**vocab**	rater 1	rater 2	rater 3
rater 2	0.51			rater 2	0.60		
rater 3	0.53	0.59		rater 3	0.58	0.71	
content	rater 1	rater 2	rater 3			morpho	0.86
rater 2	0.52			Inter-rater		syntax	0.80
rater 3	0.63	0.32		reliability		text org	0.78
total score	rater 1	rater 2	rater 3	coefficients		vocab	0.84
rater 2	0.42			(Spearman-Brown)		content	0.74
rater 3	0.57	0.56				**total**	**0.76**

German non-beginners 2	
Monday & Saturday.	
Number of students assessed:	13
Number of project groups:	5
Number of assessors:	2
Correlations between raters' marks	
morphology	0.80
syntax	0.32
textual organization	0.25
vocabulary/expression	0.73
content/substance	0.60
total score	**0.62**

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